

Effective Strategies for Promoting Business Education Programs

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Introduction

Recruiting students and promoting business programs in schools continues to be a high priority. Expanded graduation requirements and high stakes standardized tests are exerting greater pressure on elective course enrollments. According to Stapleton and Anderson, “students are selectively searching for quality and relevant programs to prepare them for postsecondary education or immediate entrance into the workforce,” (2005b, p. 101). In order to ensure adequate enrollment of students interested in business, business educators must promote their programs to target audiences through effective planning and implementation of recruiting strategies. Holmes (1987) identified three important questions business teachers should answer in planning effective promotional strategies: 1) Do you have something good to sell? 2) Are you a good role model? 3) Do you publicize what you have to sell? Providing strategies to answer these questions is the intent of this article.

While the promotional concepts contained in this article were originally developed for new business teachers, the ideas apply to all. The promotional strategies discussed in this article focus on three areas directly relevant to, and within the control of the classroom teacher: classroom atmosphere, activities outside the classroom, and lesson planning.

Classroom Atmosphere

There's nothing more boring to students than blank classroom walls. Forget the Garfield-the-Cat, the motivational theme, and business education posters; they don't appeal to high school students. Stapleton and Anderson (2005b) found in their study of 178 business teachers that, while displaying business education material in classrooms was frequently used, it was the least effective. There are several ways to make your classroom appealing not only to your enrolled students, but also to others.

Provide exciting classroom décor. Think about the class you are teaching and what kind of lively environment an employee might encounter in a cutting-edge, progressive organization. List some company names and call them to ask for promotional materials from their businesses, especially the ones that kids respond to (sports and sporting goods, automobile agencies, music and movie distributors, restaurants and clubs, etc.). When I taught

high school business courses, I changed the decor of my room two to three times a year based on different themes using promotional materials for products and services related to my instructional content. Many merchants have promotional materials that they use and then throw out after a time. Ask for these materials to be donated for use in your classroom. They also may donate point-of-purchase display equipments and promotional props. Many will give you materials on the spot and get quite excited about what you are trying to do in your classroom. After all, *your students are their future target market*. Use that concept to your benefit when asking for materials.

Kids know if you like them or not. Do things that let your kids know that you like them. Provide donuts once in a while, (use them as an anticipatory set to teach scarcity as the basic principle of economics), or at least for a few BPA, FBLA or DECA meetings. Try incorporating some lesson-related games in your plans using candy bars as awards. BPA, FBLA or DECA pizza party meetings once in awhile go a long way. The kids will gladly spring for the cost of these pizza parties. You can make a pizza party a reward for some task well done by the students or for impeccable behavior during your evaluation.

Kids understand and accept disappointments when given an honest explanation. When something doesn't go as planned or as hoped for by you and the students, discuss it in class and let them vent a little bit. Disappointments are bound to occur in a class that attempts to do a lot of interesting and engaging activities. Use these disappointments as learning experiences for everyone—and for you. Let the kids know that you too are disappointed if some plans go awry, but model mature behavior in dealing with your disappointment.

Kids love humor. If you are comfortable doing it, pick a comedian and memorize a few self-effacing one liners for humorous effect in the classroom. Appropriate one-liners can be great at relieving uneasiness with new students early in the year. Students who get to laugh out loud in a classroom want to be there. Students who want to be there will learn.

Kids want to know each other. Use as an icebreaker activity early in the year that helps the students to get to know each other. Have all students complete a simple, non-intrusive questionnaire in class that asks non-threatening

questions such as their favorite foods, restaurants, musical groups, radio stations, television shows, and comic strips; their career expectations; and the most influential person(s) in their lives, etc. Have each student read their answers aloud. Afterward, collect and read all of them yourself. You will be surprised how much you will remember about the students as time goes by. This information will enable you to inflect your teaching in a more personal way if you know something about the interests, hopes and desires of your students.

Kids want to be creative. Give the kids a message board for their use. Perhaps you can free up one of your classroom white (or black) boards or get an extra board for student use. Students will use it to leave notes and reminders for each other – some quite humorous. Develop a class or program Web site and let your students manage it. While school districts maintain control over content to preclude potential litigation, discipline-specific Web sites can usually be arranged. While Web sites created for promotional purposes were reported in Stapleton and Anderson's research (2005b) of effective promotional strategies as less effective than traditional printed materials (such as brochures and newsletters) and multimedia presentations in reaching potential students, they can be an important tool to promote the successes of your currently enrolled students to their parents and friends.

Kids want a place to "hang out." Depending upon the classes taught in your room, other teachers using it, and school policies; let students use your room for studying, getting together with their friends after school, to hold occasional lunch meetings, to sell fund-raiser candy and other products, and to hold BPA, FBLA or DECA chapter meetings (bring food for these meetings and you'll get better attendance). Your room can become a place where your students feel comfortable and welcome. They will bring their friends to the room and those friends will be impressed by your exciting décor and high level activity.

Make the best of parent open house night. Have some of your students demonstrate something special or make a presentation for visiting parents. Perhaps you can produce a short video of activities in your classroom for continuous showing during open house. Parents respond to innovative types of creative teaching just as students do. Be daring! You can also recruit parents at these functions. Find out what the parents' jobs are and see if you can network with them for guest speakers, field trips, donations to your chapter activity/travel fund, etc. It is also a good opportunity to provide parents with more information about the benefits of business courses for their sons and daughters. The National Business Education Association (NBEA) has a series of brochures for parents, (as well as

for students, administrators, counselors, businesses, and legislators) that contain information about what can be gained from business education courses. These brochures can be very helpful in delivering your message in a professional and methodical way. Brochures, books and other promotional materials are available at the NBEA Web site: nbea.org.

Invite alumni to participate in your classes. Alumni can be invited speak to your classes or address BPA, FBLA or DECA meetings to encourage member participation and to emphasize the fun that they had in BPA, FBLA or DECA activities and trips. Alumni who are old enough can also be used as chaperones for field trips and other off-campus activities at which you need help. Involving alumni who are already believers in your program will help build enthusiasm in your students.

Host an open house for incoming students. If your school or school district does not schedule campus visits for students from your feeder schools, coordinate with other electives teachers to plan one of your own. Use your students in the planning process; they are closest in age to the students about to enter high school, and therefore can provide valuable insights into what types of messages can appeal to these younger students. Stapleton and Anderson found in their study that hosting an open house for incoming students "had the highest level of effectiveness and was the most frequently used to promote business education to potential students from feeder schools" (2005a, p. 17).

Involve business leaders in your classroom. Recruit business leaders for an advisory committee for your business and marketing education programs. Also recruit them as guest speakers, activity sponsors, collaborative teachers, and resources for classroom decorations, props and other educational materials. Business leaders should also be sought to fill the roles of judges for BPA, FBLA, or DECA competitions. These individuals are an important source of support and advocacy for your program.

Outside the Classroom

The successes of your students and of your program should be promoted *outside* your classroom. Promote these successes to others not already in your classes. There are several vehicles with which to promote your successes: oral communications, written communications, photographs, symbolic objects (trophies, medals, awards), and activities.

Make regular public-address announcements. All schools utilize a public address system to dispense information. Prepare well-written announcements about your students'

successes, fundraisers, social activities, travel opportunities, meeting announcements, community-service projects, and other activities to be read on the PA system. Use articulate students to read the announcements or read them yourself—with enthusiasm. Be sure to identify your program, course, or student organization prominently in the announcements. Announcing student winners at BPA, FBLA or DECA competitions is especially effective. Students love to be praised in front of their peers. You will rapidly develop a name for your program throughout the entire campus. Name repetition equals name retention.

Utilize a trophy or display case. If your students participate in BPA, FBLA or DECA competitions, don't display your medals and trophies inside your classroom; find a way to display them in a public area in the school so that the entire campus can see them. Look in the hallways for walls that can serve as a focal point and has good traffic flow of students. Talk to your administrator about helping you to obtain a glass trophy display case and to locate it in front of a prominent wall. Most administrators will support you in your efforts to promote the successes of your students. Put colorful, well-designed signage - including logos - in with the awards and prominently identify your student organization, student award recipient names, their events, and the competition and dates. Photographs from the events are also powerful attention grabbers. In-room display cases are nice but you've already reached that audience, i.e. they're already taking your classes. Lively and attractive display cases outside your room will reach not only other students, but also administrators, counselors, and perhaps most importantly, other teachers.

Always use built-in display windows, if available. Many business and marketing classrooms have built-in display windows that display to public hallways. If you have one, arrange attractive and regularly changing promotional displays about your class and student organizational activities. If you don't have one near your classroom, you may be able to find one on campus that the administration would love to see used. Make it yours by regularly presenting attractive, well-identified displays. Discuss with your students the objectives of utilizing such a space, and have them come up with ideas and develop the displays. Utilize every reasonable opportunity to promote your program visually to the student body.

Use a regularly-changing photo display. Pick up an easy-to-open, large, contemporary picture frame or Plexiglas® box frame from a yard sale or craft store. Change out any regular glass with a sheet of unbreakable Plexiglas®. Display snap shots of your students at work and play, on travels, at competitions, civic and campus projects, entertainment, etc. Along with the photos, place a block-

lettered title explaining what the content is and in which class the students are from. Hang it *outside* of your room in a busy hallway, perhaps near your trophy/display case. You will be amazed at the number of students that stop and study the photos. Change the photos regularly (each quarter). Include photos taken by your students at all of your activities. Students love to see themselves in photos and will be eager to work on the displays.

Get to know the administration and staff. By getting to know and regularly interacting with the principal, vice-principals and their secretaries, counselors, security personnel, lunchroom and janitorial staff, you will develop a circle of allies within your school. Arrange one-on-one appointments with these individuals to discuss ideas for special events or activities you would like to do with your students, and get their ideas and buy-in. After they come to realize that you are a high-energy teacher with the best interests of your students uppermost in your mind, they will be eager to support you and your ideas. Most good administrators want to see exciting, innovative, and engaging events on campus. Remember, one of your most powerful allies in the school is the principal's secretary.

Get to know your colleagues. A great deal of support for your program can be garnered from other teachers, especially from other departments. Talk with them at lunch, over coffee, or even find something about which you can ask their advice. Become recognized as being an involved and innovative teacher, but not a busybody teacher. Assist them in their classrooms when possible - team teaching or teaching a special class. Business and marketing educators (and students) possess skills that can be applied to all disciplines and learning/teaching styles. Working with other teachers also provides opportunities to promote yourself, your classes and your entire program. At the same time, you will be able to get to know other student organization advisors as well as other Cooperative Education coordinators: FBLA, DECA, BPA, VICA, HERO, FFA, etc. Use them as mentors and sources of ideas that work in their programs. Brainstorm joint projects that require a larger number of students and social activities that can make a "splash" with all students on campus.

Develop a promotional brochure. By working with your students to develop a brochure or newsletter for your class, program, or student organization, students learn publishing and promotional skills, and you have another recruiting tool at your disposal. Put up a "TAKE ONE" envelope outside of your classroom and fill it with your well-designed and informative promotional brochures and call attention to it with a well-designed and colorful poster. If your school has a week for electives recruiting, send students out onto the campus to put up posters

throughout the school—anywhere permitted: water fountains, bulletin boards, hallways, restroom doors, outside entry doors. Be imaginative. Make extra posters since other students may tear yours down. In that case, send out more to be put up. Try to make your poster message appeal to what *students would like* about your class or program. Be careful about pushing the “how good it is for you” angle. You can put that message in your parent promotional letter. It’s the sizzle that sells the steak!

Develop promotional presentations for your program. Set up visits with the appropriate grade-level English class teachers to present your program recruiting message. Give out some type of free novelty item such as free movie passes during your English class promotional presentations (or at least reduced price movie passes from a local inexpensive cinema). Make *sure* to ask the English department chair for his or her permission before approaching individual English class teachers about speaking in their classes. (That’s why it pays to “schmooze” them early in the year.) Letting the students know that you are going to award a free movie pass early in your presentation will get and keep their attention during the presentation. Tell the students about what benefits the classes or program hold for them, but don’t play down the fun aspect of your program. All students like to have a good time in their classes. Bring one or two current students to assist you in the presentation, but make sure you go over what you would like them to say and do and *not say and not do* before they help you present.

Make a big deal during club rush day. Many schools have a club rush day at which they allow student organizations to set up tables to present information about their organizations to new and returning students. Make your display an attention getter that brings students to your table. Think about displaying a “hot” car (hot as in “cool”). Ask a local car dealer or motorcycle dealer to allow you to display a vehicle and the dealer’s signage on a day during club rush days. Make a colorful sign with a catchy slogan or questions and mount it on a tripod. Set the sign up in an attractive display outside in a central, but secure, area of the campus. Have music playing at the display. Rope the display area off from nosey spectators, but allow limited access to view the vehicle through a small entry opening next to table with your BPA, FBLA or DECA brochures and related information. Have three to four students work the booth as teams in shifts throughout the rush period (usually before, during and after lunch). Their job is to SELL your program to other students. If the car is “PHAT,” the kids will love working the booth. Be sure to take pictures. Also be sure to tell your workers to control non-member student access to the vehicle—

scratches and scrapes are not something you want on the vehicle when it goes back to the dealer.

Visit with guidance counselors. It is also an effective strategy to meet as a department with the guidance department advisers. Such a meeting can take place in the business department or in the guidance department, preferably over lunch. “Breaking bread” with the guidance counselors while discussing the benefits of your courses and program to the various student demographic groups at your school can be very effective. Stress to the counselors the student benefits not only after graduation but also while the students are still in school. Skills learned in business courses are immediately transferable to other academic courses. Also, build up the benefits derived from participation in student organizations. Guidance counselors can also be a prime source of judges for BPA, FBLA or DECA competitive events. Judging competitive events gives counselors a chance to get off campus and interact with students other than from behind a desk. Once guidance counselors see your students in action at these types of events, they usually become staunch supporters of your program.

Send a recruiting letter to potential students. Develop a well-written recruiting letter and send it along with a copy of your promotional brochure to parents of students who are not yet attending your school and/or other parents of students at your school not enrolled in business classes. Allude to these letters when talking to the English classes by telling the students that information about the benefits of your program is also being sent to their parents. Encourage the students and parents to discuss your program benefits together. According to Stapleton and Anderson’s study (2005a), direct mail had the highest level of effectiveness of the methods used to promote to parents of current and potential students.

Develop a promotional videotape or DVD. Today’s digital technologies allow teachers and students to record and edit quality video productions with relative ease. Many schools have audio-visual departments with equipment and personnel to support such projects. The tasks involved in effectively communicating in such a way include identifying the audience by need, preparing an effective message to reach that audience, and choosing the correct vehicle to deliver the message. The trick in effectively preparing the message is to script and storyboard the entire video message before taping. Once “in the can,” the video can be played throughout your school’s TV network, sent home to parents as a promotional DVD, sent out as a press release to local media, or played on individual televisions placed strategically in the school (with administrative permission). During registration week at schools, a case can reasonably be made to administrators as to the benefits of playing

such a DVD to students. Utilization of students and modern digital technology in the production of such messages not only enhances the learning that takes place in your program, but also presents your students' creativity and technical skills to your audience.

Send out letters to administrators and news releases to local press. Send memos or letters to your principal and superintendent about your program's innovative teaching strategies, student competition successes, civic involvement activities, and other extraordinary happenings. Don't be afraid to "toot your own horn." Invariably, you are the only one who will. Send out press releases about these special events to your local media. Find a news angle that the local press might find interesting, perhaps student competition winners. Construct a well-written news release and send it to community section writers. For special events, send along an 8 x 10 black-and-white photograph. Follow up with courteous phone calls to entice reporters to use the story, to send out a reporter or photographer, or to change the angle of the story to fit their needs. Ask questions about what they consider to be newsworthy. Do this regularly, because persistence pays off. Reporters are always looking for good human interest stories.

BPA, FBLA or DECA Chapter Involvement

Stapleton and Anderson's research study found that "sponsoring a student organization was the most effective promotional activity utilized to promote to current students enrolled in business education" (2005a, p. 16). Based on my own experiences in the years I have been teaching both at the high-school and university levels, sponsorship of an active student organization is by far the best recruiting tool available. Students talk to students and it is this word-of-mouth that is so very effective at bringing new students to your program.

Have your student organization participate in numerous activities. To some degree, have your student organization participate in every possible student council-sponsored campus activity that you are allowed or encouraged to participate in. Basically, try to become the most active club on campus. Involve your BPA, FBLA or DECA chapter in on- and off-campus activities as often as possible. On-campus activities could include a back-to-school bash, pep rallies, freshman orientation, administrative assistance, open houses, food drives and other charitable events. Off-campus activities could include civic-improvement projects, charity fundraisers, sporting events, senior citizen center visits, trash cleanups, environmental improvement projects, etc. These are prime opportunities to get press coverage from local media including television, radio, and

newspapers. Prepare news releases and follow up with phone calls to encourage reporters to attend.

Try to get one or more of your students onto your student council. Your club will benefit with a wealth of information and priority treatment through representation in student council meetings. You, as the instructor, should get to know the student council advisor, president and other important officers. Have your student organization's officers do likewise. Networking is important in school as well as in life.

Encourage your best students to run for chapter officer positions. You don't have control of who winds up leading your BPA, FBLA or DECA chapter, but there's no reason you shouldn't encourage students with leadership abilities to "throw their hat in the ring." Remember that the chapter will only be as effective as its leaders. After the elections, delegate responsibilities to those individuals to get the activities done.

Participate in fund-raising sales. As much as we'd like not to have to raise funds for our students' activities, fund-raising is a fact of life in schools. Try to get administrative approval for your student organization to sell spirit items at your home football and basketball games. Set up a BPA, FBLA or DECA Spirit Sale Booth and have several students decked out in merchandise to work the stands as "vendors." Give them large, colorful BPA, FBLA or DECA Spirit Sale Vendor ID badges, load them up with merchandise and send them into the stands to "hawk" the merchandise. Having enthusiastic vendors in the stands at home games is a great moneymaker and the administration will like the idea of spirit items being sold so vigorously by enthusiastic students. It all adds to the festive atmosphere of the game. Develop an incentive plan for volunteers to show up to work the stands and the booth. You can also apply through your student council for approval for candy sales, day planner or calendar sales, Christmas merchandise sales, etc. There are plenty of vendors ready and willing to sell their products through your chapter. Ask other club advisors for suggestions. Assign each of your classes a student "money tracker," or assistant treasurer (or BPA, FBLA or DECA treasurer) to keep track of all money collected, from whom, for what, etc., and develop forms for accounting for all money collected and its subsequent disposition. Again, ask bookstore managers or BPA, FBLA and DECA advisors for their methods and recordkeeping paperwork.

Institute an annual BPA, FBLA or DECA tradition. Establishing a traditional event for your student organization sets a precedent for future repetition of that event with administrators, staff, and other teachers. Traditional events enhance the image of a student organization that sponsors

them. Perhaps your chapter can arrange a battle of the bands, dance, formal, or other type of money-raising event or not-for-profit event. Get the chapter involved with other clubs to sponsor large community projects when possible. Again, these are prime opportunities for media coverage.

Participate in a holiday canned food drive. This is a traditional DECA civic project. If it isn't being done on your campus, do it! If it's already being done by DECA, talk to your DECA advisor about joining forces for the drive. If they are not interested in sharing the food drive, try collecting blankets for the Humane Society, gifts for Girls Home or Toys for Tots. Offer a pizza party reward to the winning homeroom and promote the drive early and often – making sure your chapter name is always associated with the promotional message. Make sure to specify in detail before the bulletin is sent to the homerooms EXACTLY what will be included in the pizza party award, when it will be awarded and what the rules for winning are. Try to anticipate any loophole and detail it before sending bulletins to the homeroom teachers. Make frequent PA announcements to encourage campus-wide participation in the drive.

Design and order BPA, FBLA or DECA chapter T-shirts or polo shirts. Have a contest to select the best design for your student organization shirt. Give extra credit on spirit days for students to wear their shirts.

Develop and display a calendar of activities. Post a copy of the BPA, FBLA or DECA activity calendar near your desk. Plan as many upcoming events into your calendar as known and make reminder notes several days before each event or deadline. Delegate to a student the responsibility to develop a colorful student calendar, and post it on your student bulletin board. Remind students to check the calendar often. Be prepared for changes in dates. Don't panic with these changes—they're inevitable. Murphy's Law applies here—in spades! ♠♠♠♠♠

Take plenty of photographs of *BPA, FBLA or DECA travel*. Designate a student photographer and fix them up with a chapter camera. Encourage all attendees to take pictures and to provide copies to the designated photographer. If there is a video camera available, take video of the events and entertainment activities and have segments edited for presentation to your new students each year and, if possible, incorporate selected clips into your promotional video to be shown over the school television network or on a free-standing television.

Lesson Planning

“Killer” anticipatory sets really work! Try creative, but relevant introductions to your lessons, especially the first

few you teach in the classroom. Use food, mind games, humor, fun quizzes, props, etc.; anything to really “hook” the students' interest early on in your lessons. The use of props will be a great help in getting student attention and will assist you in the teaching and effective lesson. I've auctioned off six donuts to a class of thirty to introduce the concept of scarcity - the first principle of economics, used candy bars or CDs to teach competition and supply and demand, Monopoly® board games to teach comparative economic models, miscellaneous objects found in the classroom to teach international marketing (guess where made), my mountain bike to teach features and benefits, a Coca-Cola bottle in a cardboard tube to teach effective packaging and brand recognition, a dart board to teach target marketing, grocery store flyers to teach pricing strategies, newspapers and magazines to teach print advertising (ask your librarian for copies of old magazines), etc. Be creative! Creative anticipatory sets will keep student attention and provide a lot more focus to your lessons.

Bring in guest speakers from business and industry. Employers, credit bureau speakers, local bankers, area entrepreneurs, Junior Achievement representatives, and anyone willing to come and speak on a topic relevant to your course content can be beneficial to your class. I usually am quite specific with the guest speaker about what topic they should address during their visit, and I provide them with a copy of my textbook with the relevant chapter identified. I usually provide this information to them about a week before they come in to speak. I also follow up a day before their scheduled visit to confirm their presentation and give instructions for visiting the campus as a visitor. I also always try to get speakers to bring some kind of “goodies” for the kids such as company specialty items. Many companies have promotional items such as paper weights, tablets, pen-pencil sets, hats, etc. available to give away. Word really gets around when your classes have engaging guest speakers who give out things.

Utilize your school library and business publications. Obtain copies of the *Wall Street Journal*, *Wall Street Journal Student Edition*, *Entrepreneur*, *Inc. magazine*, for general interest and other business and trade magazines to use in your classes. Your school librarian will help you procure these publications. Local newspapers and the Internet are also great sources for current information that can be used as teaching aids. Build the use of library books and library research databases in your projects. Search in your school and public library for books on entrepreneurs. Students love to hear stories about the origins of famous brands they are familiar with. A fun book that is full of interesting anecdotal business

information about well known entrepreneurial brands and companies is *Entrepreneurs: The Men and Women Behind Famous Brand Names and How They Made It*, by Joseph and Suzy Fucini (1985) available in many public libraries. While not a current book, it does have many short biographies about several of the current icons of commercial enterprise.

Develop innovative and fun classroom projects with well-developed grading rubrics. Obtain as many project ideas as you can from other business education and marketing teachers. They are more than willing to share their ideas with others. Veteran business teachers really have a wealth of available material. Use them! Why reinvent the wheel? Share your successful projects with others. Have students use audiovisual equipment in their projects when possible so that they can see the results of their efforts and have fun playing different roles. Teach storyboarding and scripting before turning your students loose with audiovisual recording equipment. Be sure to utilize well-developed rubrics in conjunction with your classroom projects. Well-developed rubrics will help ensure that students know the tasks involved in their projects and the degree of competency you are expecting them to demonstrate. Students should also be challenged to use the rubrics for self-assessment to check their progress midway through the project.

Recruit an enthusiastic Junior Achievement representative. If Junior Achievement exists in your area, interview a few JA representatives and choose one whom you believe can be helpful in your classroom. Look for someone who is energetic, enthusiastic, and willing to put in extra time to work with you and your students on some type of project related to entrepreneurship. Starting a business of some sort to sell an item for a fundraiser is a good project for a Junior Achievement representative to lend assistance. At each stage of the business development project, the JA representative can help you teach related entrepreneurial concepts as well as help you supervise the students in the process of organizing, marketing, and distributing the fundraiser products.

Do Toastmasters®. Find a Toastmasters International club in your area (go to the toastmasters.org Web site and search by zip code for a club near your school) and contact them about setting up a series of meetings in your classroom to teach public speaking skills. Your students may be a bit shy to begin with, but they really do come along quickly, have a lot of fun, and learn a great deal. You will see a big change in your students' confidence levels after doing Toastmasters® and they will perform much better at competitions.

Solicit your students for their creative input. Ask your students to contribute innovative teaching and learning ideas that they

feel other students may enjoy. Students are good at coming up with game ideas to teach business concepts. Given the chance to provide ideas and innovative teaching strategies, students will work hard to help create the details for such teaching approaches.

Be sure to share your successful ideas with others. Active membership in your state professional associations and at the national level in NBEA provides a chance for you to not only learn new and exciting teaching ideas, but also to share your successful strategies with your colleagues. Be a life-long learner to ensure your ability to be a life-changing teacher.

Summary

While this article does not claim to present an exhaustive list of all promotional strategies for your business and marketing programs, all of the strategies presented here are effective. Throughout years of teaching business courses at the high school and university levels, I have found that these strategies do, indeed, work. Several of the strategies discussed herein have also been shown to be effective through the research of Stapleton and Anderson. Some of their findings are also included in the recent NBEA publication, *Effective Strategies & Tools for Marketing Business Education* (2005). This booklet is a good reference for business educators looking for strategies and tools to promote their courses and programs. Included with the publication is a CD-ROM that contains promotional tools including brochures, flyers, Web page designs, multimedia slideshow presentations, and videos. While the amount of work involved in employing these promotional strategies is not negligible, the increased enrollment of motivated and enthusiastic students is well worth the investment.

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